

Story Writing

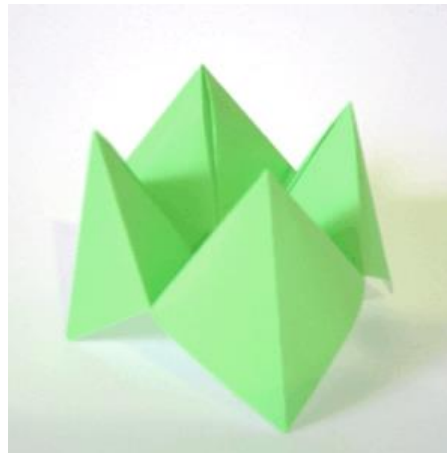


Bracknell Forest
Community Learning
Team



Community Learning at
Bracknell Open Learning Centre

NEW New shorter courses...get
your qualification in a term
or even less!

Bringing learning to life



Anika
Watson


 **Bracknell Forest
Community Learning** 

Our Commitment

We are committed to promoting learning for all and we welcome adult learners regardless of age, gender, race, disability, belief, sexual orientation, background or learning difficulty.

You have the right to feel safe where you learn, and your safety is extremely important to us. This leaflet gives you key information and various contact numbers to use if you, or someone you know, are at risk.

1. Fire Regulations

 Please familiarise yourself with the health and safety procedures and fire exits for the venue before your session begins.

On hearing the fire alarm:

- Leave the building by the nearest fire exit
- Do not stop to collect personal belongings
- Assemble at the appointed place where your tutor will take the register
- Remain at the assembly point until advised otherwise

2. Accident

If you have an accident, injury, or near miss while on the premises, please notify a member of staff. We will arrange any necessary assistance and ask you to complete an incident report form.

3. 'Safeguarding'

Our staff undertake Safeguarding training and understand the importance of safeguarding children and adults at risk from abuse.

Abuse is when someone does something to another person that damages their quality of life or puts them at risk of harm. Abuse may be physical, emotional, sexual, neglect, financial or discriminatory.

If you suspect that a **child or adult** is at risk of being abused or neglected, you should either:

- 1) Inform your tutor or another available member of staff
- 2) Telephone the **Bracknell Forest Safeguarding Children Team on 01344 354014/ Bracknell Forest Safeguarding Adults Team on 01344 351500**
- 3) The council Out of Hours Team are available on 01344 786543 or Thames Valley Police on 101 (or 999 in an emergency)

You can also call these numbers if you are the person being abused.

Today we will :

- Learn more about the writing process and how it is taught in schools
- Look at ways to support your child
- Prepare a resource - Fortune Teller
- Create a story together using these and other resources

Writing

- Transcription - Spelling and Handwriting
- Composition- Articulating ideas and structuring them in speech and writing

Writing in Year 2

- In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1. They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.
- National curriculum

Writing Year 2

Transcription

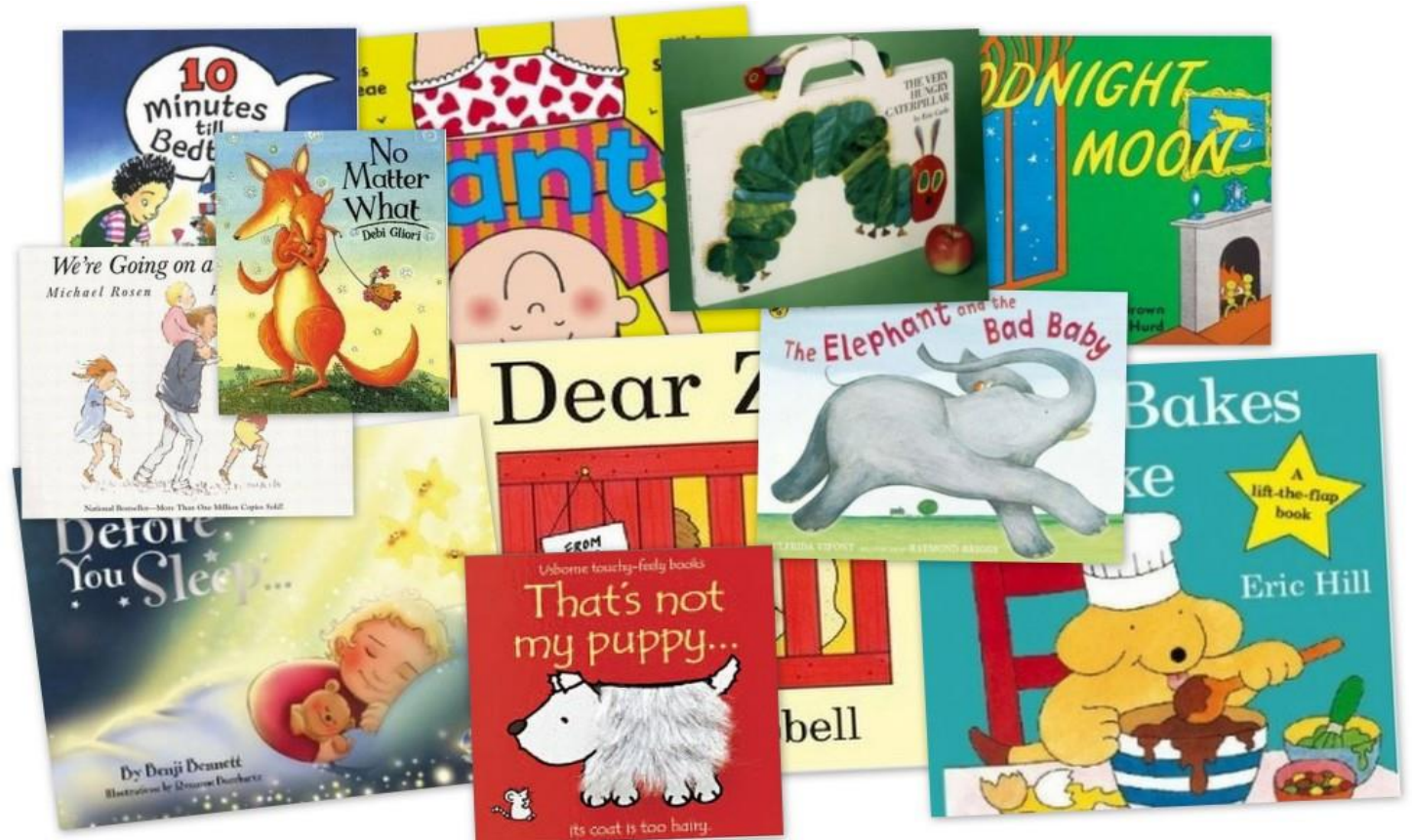
- Spell by segmenting into phonemes (a unit of sound)
- Learn to spell common 'exception' words (words you can not sound out e.g. was)
- Spell using common suffixes, etc.
- Use appropriate size letters & spaces

Composition

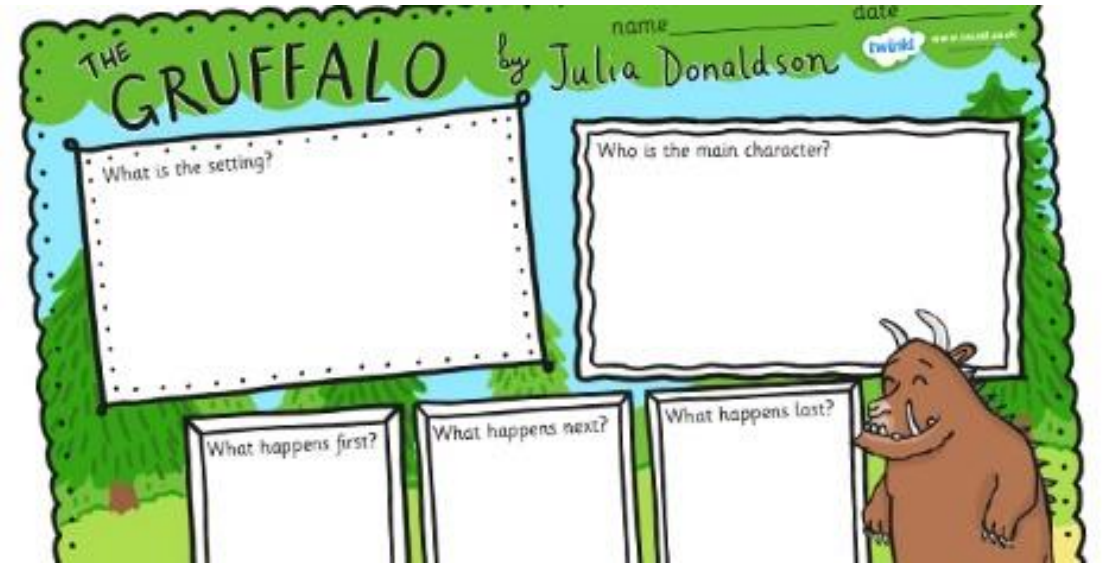
- Develop a positive attitude & stamina for writing
- Begin to plan ideas for writing
- Record ideas sentence-by-sentence
- Make simple additions & changes after proof-reading

Familiarisation

Reading texts with and to children
Independent reading



Exploring text



Exploring story structure, vocabulary and punctuation

Name _____

Who are the people? Where is the story?

1. The Beginning

What are they doing? How is it building up?

2. The Build up

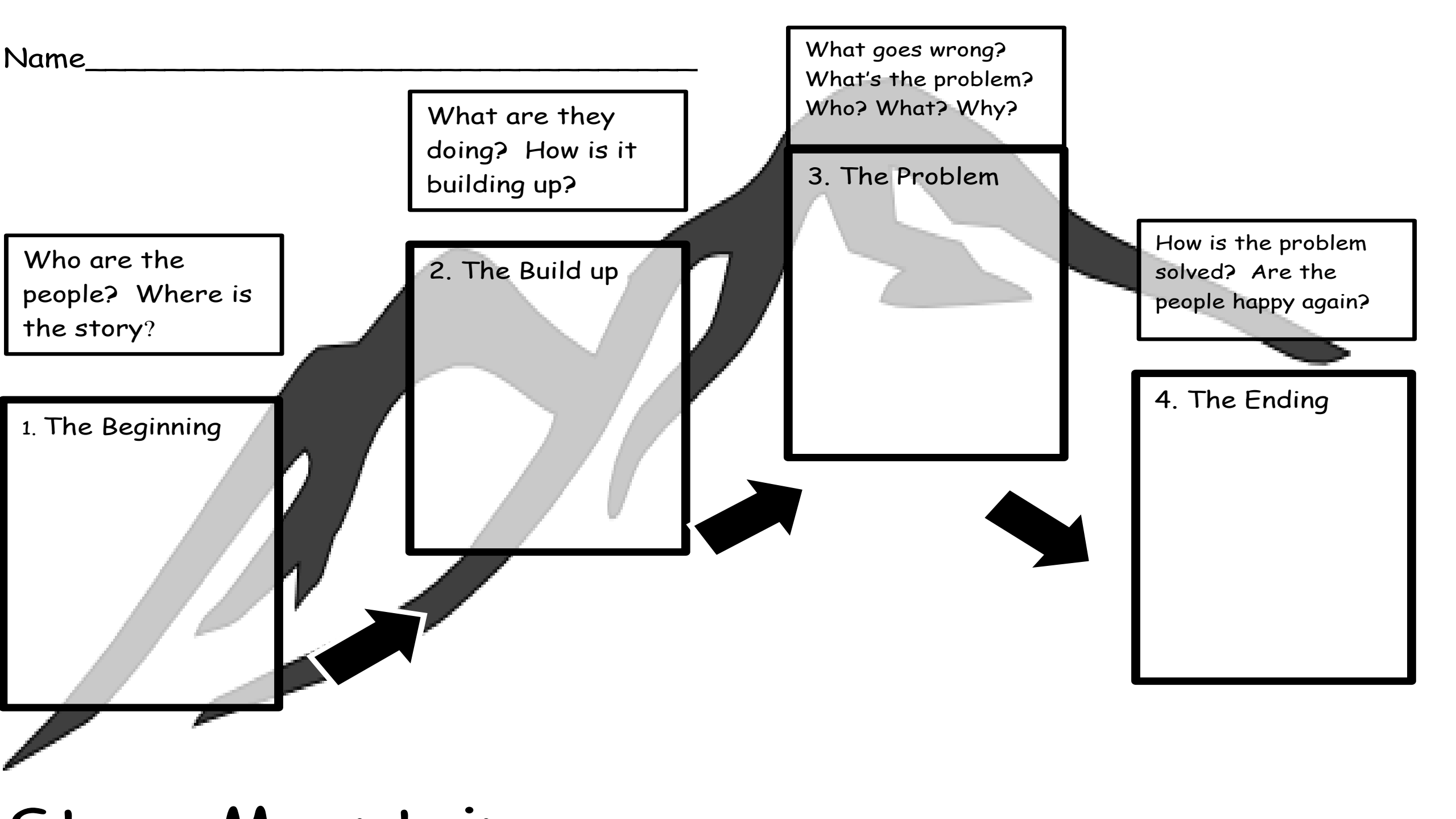
What goes wrong?
What's the problem?
Who? What? Why?

3. The Problem

How is the problem solved? Are the people happy again?

4. The Ending

Clash of ...



Name _____

Who are the people? Where is the story?

1. The Beginning



What are they doing? How is it building up?

2. The Build up




What goes wrong?
What's the problem?
Who? What? Why?

3. The Problem



How is the problem solved? Are the people happy again?

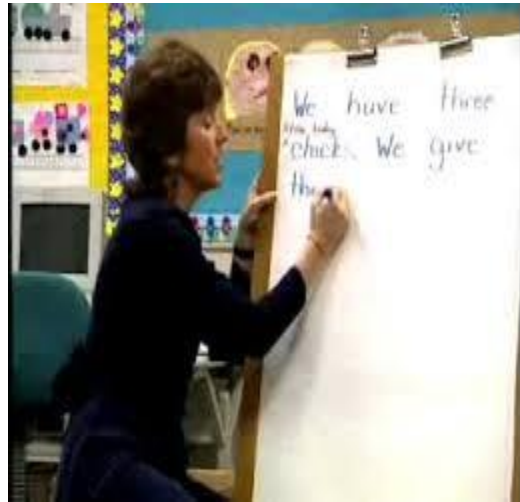
4. The Ending



Story Mountain

3 Little Pigs

Modelled Writing



Modelled writing is the first step in teaching writing to children. This is when the teacher is in front of the class doing all of the writing.

It is..

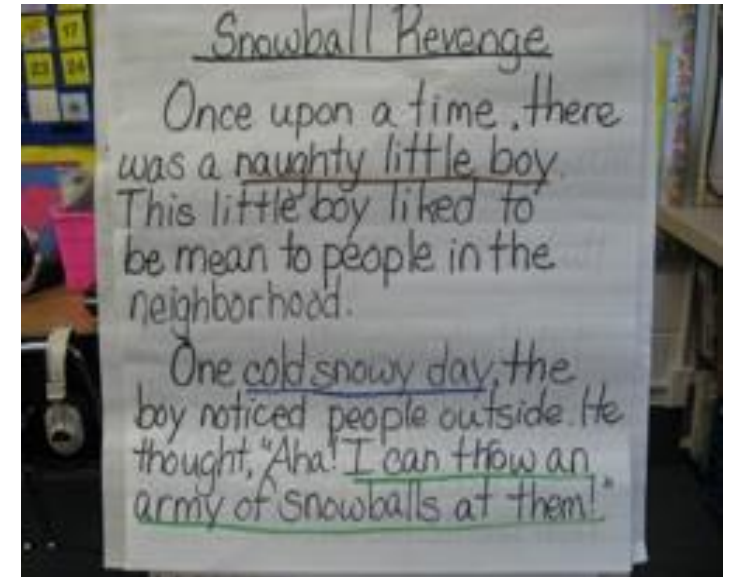
- Investigating strategies
- A problem-solving approach
- Used to teach a specific element of language.

Shared Writing

In Shared Writing a teacher will scribe the words, but the students are now invited to contribute to the piece.

It allows

- Children to contribute ideas while the teacher writes.
- Lots of discussion, questions and answers
- Children to think aloud.



Guided Writing

In guided writing, teachers continually provide feedback, redirection and expansion of ideas

It

- Is the step between teacher directed and independent writing.
- Allows the teacher to utilise prompts and clues to help develop ideas and organization.
- The teacher works with students either in a small group or independently
- Encourages oral discussion of sentences before writing.

Independent Writing

- Writing without teacher guidance, individually, in pairs or small groups
- Clear learning intentions and agreed success criteria
- It provides the opportunity for children to practise their new skills in a supportive environment
- Through independent writing the teacher assesses children's skills, knowledge and understanding

Genre

- Recount story or events - diary
- Factual -topic writing
- Writing instructions-recipes
- Narrative- adventure story
- Poetry-alliterative ,free verse
- Explanation-labelling
- Persuasive -advertisements

How can we help?

Sharing books

Writing letters

Producing a family notebook/scrapbook

Using a fortune teller to tell a story together

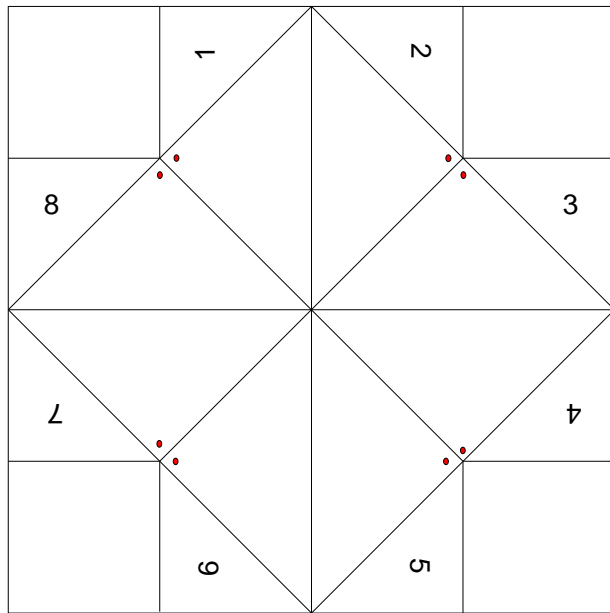
Writing little story books

Creating a puppet show

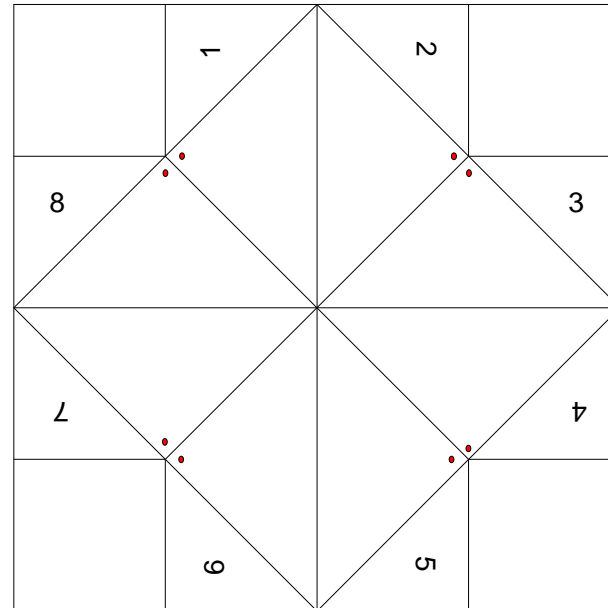
Making a menu

Lets make our Story fortune tellers - you will need two

Blank template



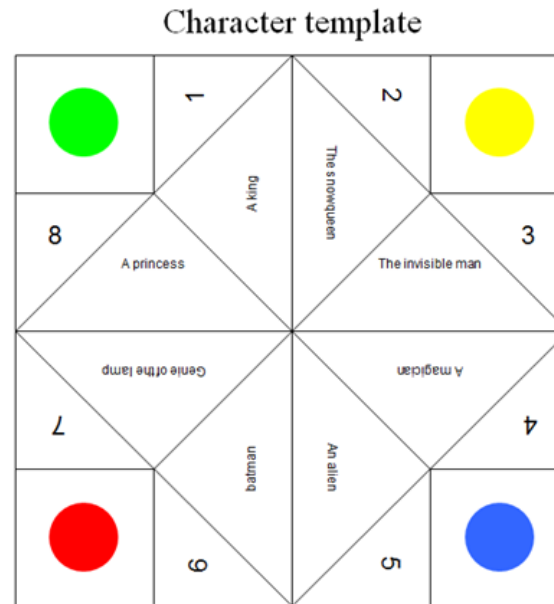
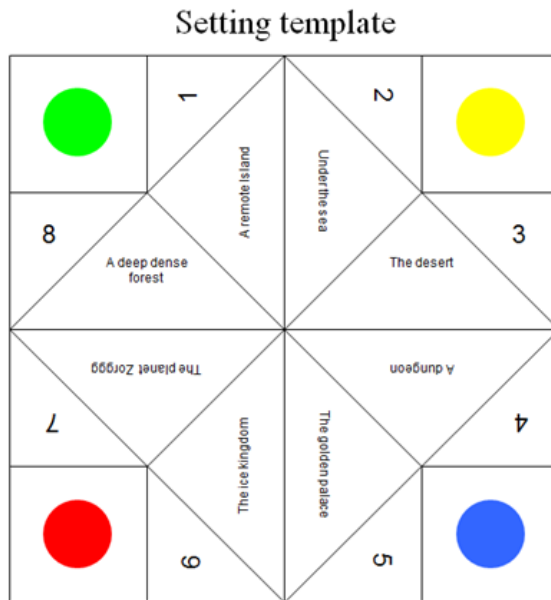
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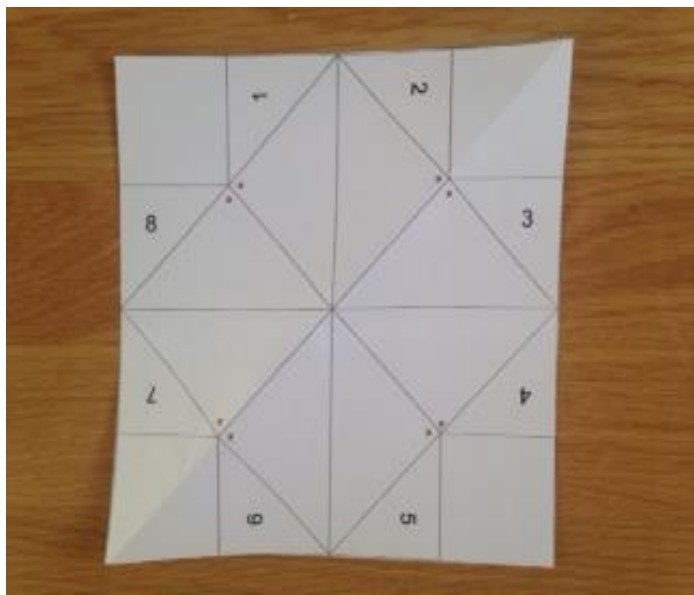


1. Make a 'Settings' fortune teller:

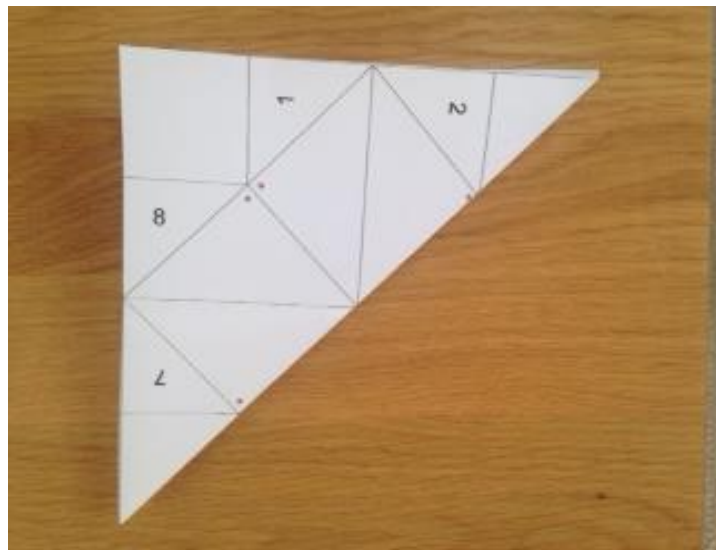
- Use felt tips to decorate four outer squares
- Look at Settings cards (laminated picture cards on your tables)
- Choose 8 settings and write them in triangles (opposite the spot)

2. Repeat process to make a 'Characters' fortune teller

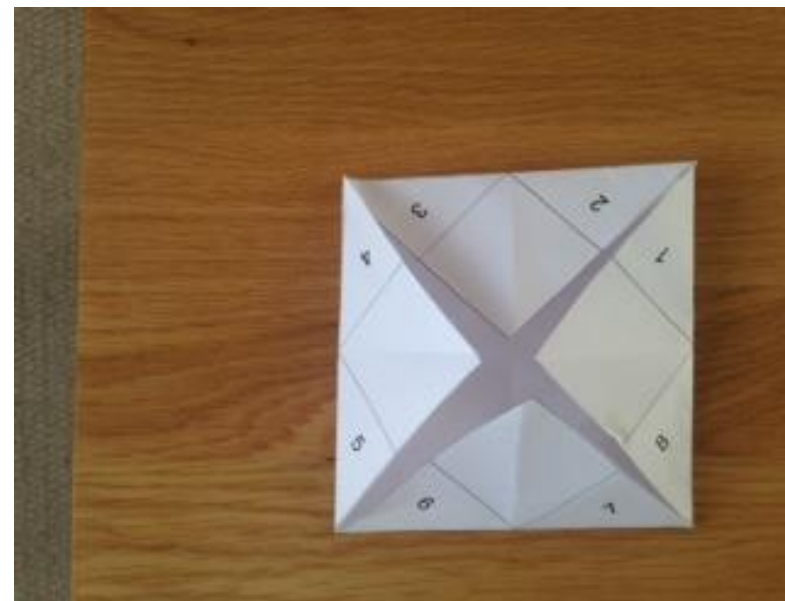




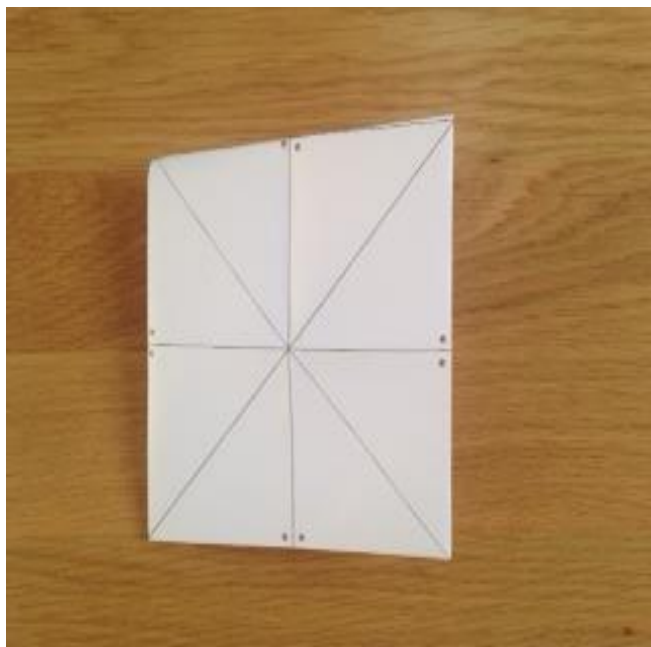
1



2



3



4



5



6

- Follow the instructions for folding to assemble your fortune teller templates
- Take turns in selecting characters and settings
- Tell each other a story
- Remember good openings, description of settings and characters
- When you are ready, use the story mountain to plan out your story with illustrations and writing

If your child needs a further challenge, you can help them to extend and build on their ideas. Talk to them about adding more detail - events/descriptions/'wow words' etc..... (please ask me 😊)


Summary

- Read lots of different genres
- Listening to stories on CDs, online, podcasts
- Use simple planning tools (like the story mountain) to help the children plan their stories at home - consolidates the skills for school
- Use the fortune tellers again or make new ones
- If they are struggling to come up with their own ideas, use well known stories and adapt them (e.g. three little pigs from the wolfs point of view).

Reluctant writers

- Find topics or characters that are of interest to the child - characters from films/tv, family days out, hobbies etc
- Don't force them to write, instead encourage discussion
- Laying a story out visually can help. Develop a story mountain where you draw pictures (*instead of writing*) of key elements of a story in a line and build a piece of writing from there. Some children are visual learners so this can work particularly well for them.
- Some children often enjoy reading non-fiction so may well prefer writing other genres. Your child may prefer to draw a comic strip, write a report of a football match they have watched or a computer game they have played, or make up a recipe instead of writing a traditional story.

Thank you for coming today
Please could you fill in the blue evaluation form

Family Learning Evaluation 

Session Attended: 'Magic Box -Making phonics fun' FS2/Reception
Tutor: Val Redford

We hope you have enjoyed today's session - In order for us to monitor the quality of our courses, we would be grateful if you could spend a couple of minutes completing the sections below:

Your name: Date:

1. Glad you came?

Did you find today's session informative and useful? Yes/No

Did you enjoy your time in school today? Yes/No

Did you learn something new? Please rate increase in knowledge/skills:

+0	+1	+2	+3	+4	+5	+6	+7	+8	+9	+10
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Best bit?

Any challenges?

Is there anything we did not cover in the session that you think could have been included?
.....

2. Want to do more/something else? We run a variety of short courses - please circle any of interest (many are FREE)

Courses to support my child's learning: Maths, Literacy, other.....

Back to work courses: working with children / be your own boss / retail / hospitality / customer service / food safety / health & safety / first aid

Soft Skills: Managing change / confidence building / team building / effective communication

English / maths for adults - informal 'café style' sessions (brush up on skills/gain a qualification)

IT skills: Word / Excel / Outlook / Power Point / IT for jobseekers

Something else?

Phone number/email address:

Thank you for your time